High Halstow Primary Academy
Academic Honesty Policy 2023-24
Primary Years Programme

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Rationale of the Academic Honesty in the Primary Years Programme (PYP)

PYP skills are taught to underpin academic honesty in all IB Programmes, as well as ensuring the understanding of the importance of academic honesty. Displaying academic honesty and the IB Learner profile attributes, are the ideals students of the PYP strive for. Along with this, students are taught a desire to display the PYP attitudes. This also coincides with the academy's mission statement:

High Halstow Primary Academy is committed to providing a highly engaging and relevant curriculum that takes into account the interests and needs of everyone so pupils can be successful in everything they do. Through our extended curriculum we seek to meet the needs of the individual. We aim to build a community where everyone feels equally valued, safe and challenged to do their best in everything. We are committed to ensuring the very best for our children in order for them to play a significant part in society. By following the International Baccalaureate Primary Years Programme (IB PYP) pupils have opportunities to develop their learning beyond the local area so they can engage with the rest of the world.

We aim to develop knowledgeable, resilient, kind and courteous pupils who have a desire to engage with international ideas. There is a strong commitment to inclusive practice that all take responsibility for. We aim to become global citizens through developing respect, tolerance and an understanding of different cultures. We encourage pupils to be confident, inquiring, lifelong learners who take responsibility, work hard and are ambitious for their futures.

Primary Years Programme Definition of Academic Honesty:

At High Halstow Primary Academy, we aim to develop independent pupils who act upon the attributes of the IB Learner Profile. The key components through this policy will explore their ability to make learning visible, to explore collaboration and to learn about learning.

Accordingly many skills will be touched upon, this includes:
1) Reflection upon learning
2) Age appropriate research
3) Create an inquiry based environment (including intrinsic learning)
4) Modelling students' actions

This will create an emphasis on becoming lifelong learners where pupils can manage their learning and self-correct themselves.

Pupil responsibilities and expectations

- If you take credit for the work which belongs to you, then you are being **knowledgeable**. People will know they can come to you to find out more information about your topic.
- If you share credit for the work, which is from a group then you are being **principled**. People will see you are an honest and respectful person.
- If you give credit for work, which is not yours then you are a person who has **integrity**. You know the difference between what is fair and what is not fair. You are an honorable person.
- If you contribute equally while working in a group then you are showing **respect** for others' opinions and **cooperation**. People know you are a good listener and you work well with others.
- If you work individually on your own learning, which is to be done alone, then you are showing **independence** and **confidence**. You know you can do the work and you will do your best.
- Communicate if they do not understand why being academically honest is important.
- Realise that being honest is for your benefit.

Academy and Teacher responsibilities and expectations

If there are any issues, the Academy will provide pupils with support in a positive manner and parents will be notified. Along with this, teachers need to take into account the learning needs of the pupils. It may be the pupils are struggling to understand the content which could lead to a perception they are committing on-going academic dishonesty behaviors could have barriers to their learning.

All teachers will:
- Adhere to the academic honesty policy both in their own planning and teaching and also in the pupils' work
- Inform pupils of the consequences for academic dishonesty
- Display posters related to academic honesty in classrooms
- Provide guidance and information to pupils on how to deal with issues such as copying and pasting
- Provide pupils with clear guidelines on being honest
- Refer to the IB Learner Profile and the PYP attitudes
- Equip pupils with essential skills such as research, communication, thinking, self – management, in addition to social skills.
- Pupils will be guided, giving examples of both good and bad practice, asking students to re-submit work if necessary.
- During the stages of the Exhibition, pupils will be encouraged to be honest with all their research. Year 6 teachers will extensively go through Academic Honesty and its importance.

Consequences of academic misconduct

As mentioned earlier in the policy - the academy will provide the pupils support in a positive manner and parents will be notified. Along with this, teachers need to take into account the learning needs of the pupils. It may be the pupils are struggling to understand the content which could lead to a perception they are displaying on-going academic dishonesty behaviors could have barriers to their learning. If academic dishonesty continues, sanctions may be put into place.

These may include:

- Reminders of the Academic Honesty Policy
- Resubmission of learning
- Parental guidance/parent conference to understand the importance of academic honesty
- Levelling on reports to reflect the learning that has occurred due to academic dishonesty.
- Incidents of severe misconduct to be kept on record.

The academy recognises there are different levels of severity regarding academic honesty. The sanctions will therefore be a reflection of the level of "intent".

Academic Honesty - guidance on expected behaviours

This policy was created with a whole academy approach. As such, many different definitions and examples of what academic honesty could look like have been put forward. As there are a range of similar expectations we have ranged these into Early Years and KS1 and KS2. Below are examples of academic honesty within different contexts and expectations.

Year Groups: YR, Y1, Y2

Approaches to Learning	Self-management, Social, Communication, Thinking and Research Skills				
Activity:	**Culminating project (Like summative task)**	**Group Work**	**Presentation**	**Creative work**	**Independent Work**
Examples of the type of Honesty that could occur. Either teacher led or student led. Where their knowledge came from. Show their learning within stages. Teacher can also provide examples of how pupils have reached their goals for the project using academic honesty	Pupils will have opportunities to talk about how they learnt about their project. Teachers can also encourage children to prepare for certain questions for projects. Longitudinal tasks themselves should have elements set up by teachers to allow pupils to maintain academic honesty.	Accepting responsibility for their contribution and recognising the contributions of others. Setting up classroom areas with each other. Pupils and teacher encourages participation and class cohesion. Teacher will also give opportunities for ' mini reflections' where pupils are able to observe each other's learning.	Pupils during their research for presentations let others know where they gathered the information – using the agreed upon methods shown by class teacher. The teacher will also give opportunities where pupils can also explaining how they learnt about their chosen topic. During reflection they will also have opportunities to show what led their learning.	Pupils can recognise influences which helped them achieve their goal. Each year group has a variety of open ended challenges. Pupils will use activities such as the chilli challenge or signs of success to show each other creative/new ways around problems. Teachers will encourage independence for tasks.	Pupils can further develop individual learning by engaging with homework at home. Termly assessments are shared with students and parents at parents evening three times per academic year. This will help them reflect and understand their learning journeys. They will have opportunities to explain the things that have been able to help them achieve their goal. Children will have opportunities to teach each other about their learning.

Approaches to Learning	Self-management, Social, Communication, Thinking and Research Skills			
Activity:	Culminating project (Like summative task)	Group Work	Presentation	Creative work
Examples of the type of Honesty that could occur. Either teacher led or student led.	Pupils will have opportunities to talk about how they learned about their project. Teachers can also encourage pupils to prepare for certain questions for projects. Longitudinal tasks themselves should have elements set up by teachers to allow pupils to maintain academic honesty. Teachers can use "interactive" displays for children to their learning and where they learn information from. Teacher can also provide examples of how pupils have reached their goals for the project using academic honesty.	Accepting responsibility for their contribution and recognising the contributions of others. Pupils and teachers encourage participation and class cohesion. Pupils may also allocate a 'Learning Leader' amongst themselves who can keep track of learning and explaining to others. Teacher will also give opportunities for 'mini reflections' where pupils are able to observe each other's learning. Teachers can encourage groups to check with each members about how they have learnt and if they have been honest with their learning.	Pupils during their research for presentations, let others know where they gathered the information – using the agreed upon methods, as shown through librarians or referencing lessons. The teacher will also give opportunities where pupils can also explain how they learned about their chosen topic. Peer and self-assessment can be used to determine if academic honesty was upheld. During reflection they will also have opportunities to show what led their learning.	Pupils can recognise influences which helped them achieve their goal. Each year group have a variety of open ended challenges. Home work: Children are encouraged to work independently, parents to help guide with their learning. Teachers are encouraged to give a variety of closed and open type of home learning. Teachers will encourage independence for all tasks. Teachers will also encourage inquiry or allow pupils to follow their interests – this can lead to genuine learning and hence academic honesty.